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ABSTRACT

Five papers discuss issues arising from the Minority Issues Inservice Program, a program to provide inservice training to teachers dealing with minority handicapped children in mainstreamed or other special education settings. The first paper, by C. Greenwood, describes activities of each of the three years of the ongoing program including reviewing the literature and preparing a synthesis of minority issues in special education (Year 1); preparing program materials such as a filmstrip-cassette information kit, the principal's inservice training workshop manual, and material workbooks for teacher trainees (Year 2); and implementation of training in 20 school buildings in Kansas City, Missouri (Year 3). A second paper, by D. Preston, looks at the Characteristics and Learning Styles of Minority Group Children with sections on cultural perceptions and values, socioeconomic background, verbal and cognitive abilities, the contribution of IQ, sensory modalities, trait theory, mastery learning, direct instruction, and increasing opportunities to respond. A paper on "Educational Objectives and Curriculum for Minority Handicapped Children" by V. Hughes looks at the effects of cultural factors on the education process, the significance of schools and teachers in interacting with minority handicapped students, ways to work within the existing curriculum, the need for teacher awareness of teaching strategies in relation to cultural diversity, and efforts of the Minority Issues Inservice Program to inservice training of teachers. P. Yuen, in a paper titled "Educational Barriers of Minority Handicapped Children," identifies the following types of barriers: language; different culture and value systems; labels, stereotypes, and expectancies of teachers; physical barriers; instructional media and role models; and school policies. The final paper, "Community Awareness and Resources" by W. Critchlow, examines the importance of knowledge of community resources for the classroom teacher; the importance of community awareness to students, parents, and other members of the community; results of a survey of community resources in Kansas City, Missouri; and the reasons that minority members do not utilize available resources. (DB)

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Symposium

Cross-Cultural and Minority Issues in the Education of Handicapped Children: A Principal Mediated Inservice Program for Teachers

Charles R. Greenwood, Session Leader
Department of Special Education
University of Kansas

Presentations

Introduction

Charles R. Greenwood

Characteristics and Learning Styles of Minority Group Children

Dorothy Preston

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Verona Hughes

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Ping C. Yuen

Community Awareness and Resources

Winifred I. Critchlow

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Presented at the CEC Conference on The Exceptional Black Child
New Orleans, Louisiana

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Introduction

I would like to welcome you to our symposium on the Minority Issues Inservice Training Program being developed at the University of Kansas for regular and special education teachers.

I am Dr. Charles Greenwood, program director, and a faculty member at the University of Kansas, Department of Special Education. I am honored to be here today, and to have the opportunity to introduce the Minority Issues Inservice Program or the MIIP Project, as we fondly call it.

A little over a year and a half ago, the Personnel and Training Division of the Office of Special Education (old BEH) funded a cooperative training project proposed by the Kansas City, Missouri, Division of Special Education, under the direction of Dr. Jasper Harris, and our group in the Department of Special Education.

Prior to this time, those of us working with teachers of minority children in inner-city settings, it was evident that teaching programs were inadequately preparing new teachers to understand and incorporate advances in minority issues into the framework of their teaching. Moreover, teachers currently in the field were also inadequately trained, with little hope of course offerings relevant to their needs in education.

Major factors contributing to this problem in education have been (1) the legitimacy of minority issues in special education and (2) the fast breaking trends in the area, many so new that we read about them in newspaper reports rather than books. These rapidly changing events have transcended and antequated the training and preparation of teachers currently in the field. I would like to provide a few examples.

Much of the background in terms of litigation and legislation preceding P.L. 94-142, and the educational rights of handicapped children, were based in large upon minority as well as handicapped issues.

Issues related to the assessment of children, have ranged from the effects of placement decisions in special education, i.e., the over-representation of minorities, to widespread dissatisfaction with IQ and standardized achievement test instruments.

Multicultural curriculum arrived on the scene first in regular education and has rapidly moved into special education. Another curriculum concern has resulted from research showing that in some cases children in urban school programs receive lower levels of instructional learning time because of the heavy emphasis and use of media, opposed to readers. Thus, minority students in urban schools are allocated less practice and opportunity to use basic academic skills.

Resources in the communities vary and either by choice or location cater services to principally minority or majority handicapped persons. Problems obtaining educational services, prosthetic devices, and medical assistance are greater for low socio-economic level families, and often is a barrier to the solution of developmental problems that can be solved with appropriate services. Persons on welfare, medicaid and other forms of federal assistance, for example, when they seek medical assistance, see more and different doctors at each visit, who are rarely familiar with the clients history, in contrast to the private family physican.

Because of cultural and language differences in our children, learning styles and variance in behavior patterns at school have been forwarded as data that teachers should take into account when developing instructional programs. What are the appropriate technologies and skills required in this area?

Language, perhaps the most difficult and controversial issue, continues to effect the definition of appropriate educational services on a daily basis. Terrell Bell, Director of the Department of Education, just last week lifted unimplemented regulations for children to be taught in their native language, procedures not even yet put into effect. In the last 2 years, a string of

court cases, reviewing the status of black English, standard English, and the responsibilities of the educational system have occurred. Bilingual vs. English as a second language programs, for example, are terms that move through the conversations of teachers who very likely cannot define either.

School policies, seemly without intent, tend to occasionally block the normalization of minority handicapped children by excluding them from participation, for example, in competitive sports, and regular school social functions. In another area, teacher assignment, it has been noted that teachers with seniority are given the opportunities to move to more desireable teaching assignments. We have all encountered, the first year, white teacher placed with an entire class of black, streetwise,inner-city students. In our experience, the advice and strategies given to these teachers from supervisors for understanding and coping with the instructional and management requirements in this situation is totally inadequate.

The objective of the Minority Issues Inservice Program is to develop a dissemination oriented inservice training program for implementation at the local school level. Since the materials are designed to be relatively self-contained and auto-instructional, extensive outside preparation of trainers, to carry out the inservice,is not required. Thus, the system is viewed as a cost-efficient means of training teachers, who will likely deal with minority children in mainstreamed or other special education capacities.

The trainers in the program are the building principal or special education faculty member at that school.

Trainees are regular and special education teachers in the local schools.

Development of the inservice program has been organized around three major tasks, covering each year of the project.

Insert Table 1 About Here

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(1) During the first year of the program, 1979-80, a review of the literature and synthesis was made of the minority issues in special education. This process was facilitated by an advisory committee who read and discussed the issues raised in 10 major areas. These areas include: (a) minority culture characteristics and learning styles, (b) educational objectives and curriculum, (c) Education and vocational barriers, (d) community awareness, (e) community resources, (f) training of school staff, (g) school policies, (h) assessment, (i) language and the (j) description and identification of minority handicapped children.

Insert Table 2 About Here

(Issues)

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(2) During the second year of the program, 1980-81, our current year, we are developing the program materials that include a (1) filmstrip-cassette information kit which summarizes the program purpose and objectives for personnel interested in the program, (2) the principals inservice training workshop manual, and (3) the material workbooks for teacher trainees. The outline of the

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Insert Table 3 About Here

(Manual)

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principal's manual is presented in Table 3. A completion date is August, 1981, for all three components of the materials package.

During the final project year, 1981-82, we will train the faculties in twenty school buildings in the Kansas City, Missouri School District.

Insert Table 4 About Here

(Design)

Table 4 contains an overview of the evaluation design we intend to employ to demonstrate the effects of the inservice training. The design is a lagged control group design wherein half of the trainees will wait until mid year before being trained. The experimental group will be trained in September-October of the 1981-82 school year and will include ten of the twenty schools. Mastery exams covering the content of the training program will be given to both groups on three occasions. These are prior to the experimental group receiving training, prior to the control receiving training and following the control groups training. In this manner a causal analysis of the effects of training will be made, as we would expect dramatic improvements over the first assessment to be made by both groups only following training. A second measure will also be conducted, using a parent survey to assess additional or generalized effects of the training program. Specifically, do parents see changes in teachers' and students' behavior toward school as a result of the program? Again, these activities are to be completed next year. Our objective today will be to provide you an overview of four of the 10 issue areas included in the program. I would now like to introduce Ms. Dorothy Preston, Implementation Specialist for the project. She is currently a doctoral student in Human Development and Family Life, at KU and has been extensively involved in research conducted at the Juniper Gardens Children's Project located in Kansas City, Kansas. She will introduce our fellow presentors and their respective topics, Dorothy.....

TABLE 1

MINORITY ISSUES IN-SERVICE PROGRAM (MIIP)

TIME LINE AND SCOPE OF PROJECT

YEAR 01	PLANNING AND DEVELOPMENT
YEAR 02	MATERIALS DEVELOPMENT
YEAR 03	INSERVICE TRAINING

TABLE 2

ISSUES CONSIDERED BY THE MIIP TEAM

I. MINORITY CULTURE CHARACTERISTICS AND LEARNING STYLES.

II. EDUCATIONAL OBJECTIVES AND CURRICULUM FOR THE MINORITY HANDICAPPED.

III. EDUCATIONAL AND VOCATIONAL BARRIERS.

IV. COMMUNITY AWARENESS

V. COMMUNITY RESOURCES

VI. TRAINING OF SCHOOL STAFFS

VII. SCHOOL POLICIES AS THEY AFFECT THE HANDICAPPED.

IX. LANGUAGE

X. DESCRIPTION AND IDENTIFICATION OF THE MINORITY HANDICAPPED.

TABLE 3

Introduction

Purpose and Objectives

Overview of the complete in-service materials package

How to use the manual

Pre-training considerations

A. Creating staff interest
B. Staff credits and benefits
C. Collecting information about minority handicapped children being served
D. Pre-assessment: Staff knowledge in area
E. Scheduling the in-service
F. Conducting training sessions

Training

Unit I: Focusing on minorities and handicapping conditions: Issues and responsibilities to all handicapped children

Unit II: Assessment, placement and instruments with minority handicapped children

Unit III: Minority cultures and learning styles

Unit IV: Educational and vocational barriers

Unit V: Appropriate objectives and cultural diversity in curriculum

Unit VI: Awareness and use of community resources

Unit VII: Related teacher competancies in relationship to minority handicapped

Unit VIII: Policies as they affect minority handicapped children/school

Post Training

Post Assessment: Demonstrating mastery of in-service objectives

Follow-up survey of areas of change

Participant satisfaction with Training

Bibliography of Research, materials, and related programs

Appendices

TABLE 4

MINORITY ISSUES IN-SERVICE PROGRAM

Evaluation of Program

I. Pre and Post Measures

a. Special and regular education teacher/MIIP criterion test.

b. Parents of target population/survey measures taken.

II. Evaluation of training

GROUP	N	PRE		POST		FOL'1	FOL'2
A	10 Schools	X	In-Service Package	X		X	X
B	10 Schools	X		X	In-Service Package	X	X
TIME LINE		October		December		March	May

Characteristics and Learning Styles of Minority Group Children

With the ever increasing awareness of minority group children's low performances on academic measures, educators are faced with the problem of providing unique and appropriate services to meet their educational needs (Chinn, 1979). A minority group refers to any group which because of racial or ethnic origin constitutes a distinctive and recognizable minority in our society (Baca & Lane, 1979). For example, Blacks, Mexican Americans, American Indians, Puerto Ricans, and Oriental Americans represent visual minority groups in American society (Chinn, 1974). Because of these children's differing racial or ethnic backgrounds, it has been hypothesized that they may have different styles of learning. This may cause such children to behave or respond in a manner that sets them apart from majority students, thus affecting the educational process of such children (Cohen, 1976).

Learning styles have been defined as the self-consistent, preferred modes of thinking, perceiving, remembering, and problem solving, or the discernible patterns of selecting and processing information, specific to different racial or ethnic groups. In the public schools children's learning styles are primarily measured through school success, i.e., performance on standardized tests of school achievement, evaluations of school achievement, evaluations of school performance by teachers, e.g., grades and the like (Cohen, 1976; Witkin, 1974). This topic was included in our training package because: (1) it was indicated by the advisory committee as being a relevant issue to explore, and (2) to examine the "Learning Styles" issue and its application to teaching. The purpose of this paper is to: (1) briefly examine some of the current theories about why some minority group children perform poorly on academic measures, and (2) suggest some practical solutions for educators based upon this examination.

Views on Minority Characteristics and Learning Styles

Cultural Perceptions and Values

Several investigators (Gay, 1975; Gay, 1978; LaBelle, 1976) maintain that academic performance of minority children is inseparably linked to cultural perceptions and values of the particular minority group, and that it is the groups' cultural perceptions and values which regulate interactions. A number of cultural perceptions and values have been identified with minority group children, which, in some instances, set them apart from the dominant culture in terms of learning. For example, some children with Asian backgrounds tend to maintain a passive posture in the classroom, speaking only when spoken to as is expected of them at home (Gaye, 1978; Ramirez & Costaneda, 1974). Further, it has been proposed that Asian Americans are restraint of strong feelings, cooperative, obedient to authority, and have an intolerance for ambiguities and unstructures situations (Sue & Wagner, 1973; Johnson & Johnson, 1975). Some American Indians will not compete in the same manner as majority group children. They are often taught that excellence is related to one's contributions to the group and cooperation for group survival is more desirable than competing for personal recognition. Thus, it is believed that this may be why these groups sometimes don't do well in these types of situations (Avellar & Kagan, 1976; Schlegel, 1973; Sata, 1973; Sierra, 1973).

One problem with the cultural perceptions and values approach, in terms of providing practical solutions for educators, is that it lacks clearly established sets of values. For example, Valentine (1974) found in one urban community, fourteen different Afro-American subgroups consisting of many distinct values and customs.

Socio-economic Background

It has been found that some children from low socio-economic backgrounds, which cut across both racial and ethnic groups, place great emphasis on physical skills, since many of their available role models tend to have occupations related to physical or manual ability. Athletic competition fo children from

ghetto areas is often a serious activity (Chinn, 1979). Playground football, baseball, or basketball may promote vigorous competition since excellence in athletics is often viewed as a fast one-way ticket out of the ghetto (Chinn, 1979; Cohen, 1976; Taylor, 1974).

Verbal and Cognitive Abilities

Research on minority children's verbal and cognitive capacities (McReynolds & Huston, 1971) suggests that the nonfluency, foreshortened utterances, simplified syntax, and short utterance length are common characteristics of these children. Similarly, one-word replies to questions, limited expressions, phonological hyperconnections, strange intonational and paralinguistic features, also tend to be observed in most minority culturally and linguistically different children, which is believed to be a factor in these children's learning process.

IQ Contribution

Some researchers have attributed poor performances on academic measures of minority group children to inherited intelligence. Jensen (1969), explains the differences between black and white children's performance on IQ measures in terms of the corresponding average IQ of the sample. Implicit in this notion is the assumption that the characteristics of any child's cognitive performances are predetermined by genetic factors. Jensen (1969), further maintains that Blacks and Whites come from different gene pools, and that this is a key factor in the different level of performance on IQ measures. Supporters of this view propose that, if parents contribute to the intelligence of their children through heredity, one can expect a correlation between the intelligence of parents and children (Hilgard & Atkinson, 1967). A number of empirical investigations, primarily correlational studies, have focused attention upon examining resemblances between: (a) parents and offspring, (b) offspring to each other, and (c) twin pairs - both identical and fraternal (Conrad & Jones, 1940; Erlenmeyer-Kimling, & Jarvik, 1963; McNemar, 1942; Newman, Freeman, & Holzinger, 1937; Skodak & Skeels, 1949.)

Sensory Modality

Another explanation for children's academic performances is sensory modalities which refers to the ways in which children respond and perceive information, i.e., auditory, visual, tactile, and kinesthetic (Lerner, 1976). This view proposes that a particular sensory modality may be so inefficient for some children that it is an unproductive pathway for learning. Supporters of this view focus on the relationship of sensory modality of learning disability of all children, regardless of race or ethnic group membership (Chalfant & Scheffelin, 1969; Luria, 1966; Wepman, 1968). It has been stressed that many children with learning problems have a much greater facility using one sensory modality than in using another. For example, some children learn best by listening, and some learn best by touching or performing an action.

Supporters of this view maintain that in order to choose the optimum method of teaching, educators must know a child's learning modality, and that the teaching process for children with learning disabilities can have a direct impact upon such children's perceptual skills in light of perceptual deficits.

Traits

The trait theory is another explanation. It is believed that the personal differences found among individuals on cognitive measures are reflected in the degree or amount to which they differ or process information; the manner in which they select and organize complex stimuli. For example, this approach is interested in such questions as: (a) Is the child able to separate the required parts from the whole in solving problems, or does the child react to the whole situation without analyzing it? Is the child active in dealing with the environment? Is the child stable over a long period of time? Is the child impulsive or reflexive? Supporters of this view maintain that impulsive children are found to be quick and inaccurate, while reflective children tend to look before they leap. It has been found that reflective children tend to do better

on intelligence and achievement tests (Allport, 1968; Smith, 1968; Sundberg, 1977).

There are several other proposed views about even other variables which are believed to have some effect on the educational process of these children. The list of variables is endless, which make attempts to provide explanations for why some minority group children perform poorly on academic measures due to their minority group membership. However, there is a need to provide educators with some practical solutions to the problems they face in teaching minority children.

Some Practical Solutions

Many authors have pointed out that, it is not that minority students lack intelligence; rather, they are as victimized by standardized tests as they are by standardized curriculum (Carnine & Silbert, 1979; Becker, 1978; Bloom, 1974). In addition, a variety of empirical and descriptive studies have indicated that a personalized approach may be one solution. Accordingly, such an approach should include the following components: (1) programmed materials, (2) sufficient practice, (3) reinforcement of responding, (4) drill, and (5) repeated mastery testing.

Mastery Learning

Bloom (1974) contends that competence is attained only after a series of sequential learning experiences. For example, Bloom (1974) believes that the poor performances of students is due to the lack of feedback, help, time and practice, which he has termed mastery learning. In setting time, practice and feedback as the central variables in school learning, several educators and researchers have made a major shift in their focus on education and educational research. It was found that about 80% of the students can achieve under mastery learning conditions at the same level as the upper 20% of students under conventional learning conditions (Block, 1971, 1973; Kim, 1971; Petterson, 1972).

Direct Instruction

Stallings (1975) and Becker (1978) demonstrated that programs characterized by high levels of student responding, structure, and daily sessions were clearly superior to others. This approach has been referred to as Direct Instruction by Carnine and Silbert, (1979). Stallings (1975) showed that the follow-through models of Kansas and Oregon - which used a high degree of structure and greater percentages of time in reading and math with emphasis on drill, practice, and praise, produced greater achievement scores in math and reading than did other models. Becker (1978) reported that these two programs - the Kansas and Oregon models, had the following systematically organized instructional components: (1) review of the material, (2) practice to mastery, (3) sequenced material tailored to the level of the child, and (4) taught essential skills in the most effective and efficient manner possible.

Opportunity to Respond

Yet, another group of researchers hypothesize that gross variation in opportunities allowed for relevant learning depending on social class and ethnic group membership of the child,is a key factor in minority children's performances on academic measures. It is believed that minority children have not had the opportunity to learn as much as their counterparts, and that IQ and achievement scores do not indicate that minority children cannot achieve as much as their majority peers. It is believed that if educators expand the levels of opportunity, i.e., increasing the levels of opportunity to respond through drill and practice, to a variety of stimuli, this will greatly enhance minority learning (Hall, Delquadri, & Harris, 1978; Delquadri, Greenwood, & Hall, 1979). The arguement is that a given subject matter can be mastered efficiently depending on the opportunities allowed and the structure of the material being taught.

Also, Rohwer (1971) contends that the educational implications for minorities are to provide ample opportunity for acquiring information and skills missed because of inadequate or different early environmental experience, and that such

opportunities should be tailored to the students functioning level and needs.

Whether it is referred to as mastery learning, direct instruction, opportunity to respond or some other label, all of these views seem to imply that the problem stems from the lack of an appropriate instructional model rather than a function of the learner (Carnine & Silbert, 1979). One suggested solution might be a matterof (1) designing programs for low performing students with procedures to teach academic skills, and to provide alternatives for what to do when children fail to learn, and (2) teaching essential skills in the most effective and efficient manner possible. It has been demonstrated that these techniques can prove effective and valuable to educators encountering the hard-to-teach students.

Conclusion

In conclusion, the purpose of this paper was to briefly examine some of the theories surrounding the issue of minority learning styles, in terms of whether they provide practical solutions to the problems faced by educators. There are several different theories on why some minority group children perform poorly on IQ and achievement measures compared to their majority peers, ranging from cultural values and customs to the sensory modality view. The problem with these approaches is that they provide little to no practical solutions,in terms of academic teaching, that can be applied to all children, regardless of race or ethnic group membership. A number of empirical and descriptive studies have provided some practical techniques that can be implemented by educators to aid them in teaching all children, i.e., (1) sequenced and structured materials, (2) sufficient practice, (3) drill, (4) feedback, and (5) repeated mastery tests.

These procedures have proven effective with handicapped, bilingual, economically disadvantaged ethnic and racial minority students. These techniques are not intended to be definitive methods for working with minority group students. However, it is hoped that the systematic procedures mentioned here will

stimulate the development of even better techniques. A great deal more experimental evidence is still needed to support instructional procedures used in the schools with minority group children.

I would now like to introduce our next presenter, Ms. Verona Hughes. Her paper is titled, Educational objectives and curriculum for the minority handicapped.

Verona is a research assistant in the MIIP Project and a Ph.D. student in the Department of Human Development and Family Life. She holds a masters degree in Special Education, is an experienced speech and language clinician and has had several years classroom experience with learning disabled children.

Educational Objectives and Curriculum
for Minority Handicapped Children

Our present educational system must be examined and changed to reflect the growing recognition of the value of many different cultural groups in our society. There exists many educational systems where a great portion of the students represent a culture other than the majority society. According to Phillip Chinn (1974), the handicapped child who is from the minority culture experiences a double stigma. Initially, the problems particular to a specific handicapping condition must be accepted and dealt with. Then the additional differentness of the minority/ethnic characteristic must be considered. The special child who is also a minority, must experience minimal traumatic emotional discontinuity during the educational process.

There are apparently few materials in the field designed specifically for education of the minority handicapped. With the very high incidence of handicapped children that may have cultural or ethnic differences, it is important that alternatives be considered for their education.

I would like to briefly address this issue today in five areas:

(1) Establish fact that cultural factors do effect the education process.

(2) Discuss significance of schools and teachers roles in interacting with minority handicapped students.

(3) Discuss indications for working within existing curriculum.

(4) Establish need for teacher awareness of teaching strategies in relation to cultural diversity, ecological considerations, and objective/outcome considerations.

(5) Relate efforts of Minority Issues Inservice Program to inservice teachers.

Most of us would agree that the basic academic and social objectives programmed for nonminority children are of the same value for minority children.

However, there are likely to be more extenuating variables and circumstances contributing to the social and emotional adjustment of minority children that will either aid or interfere with this educational programming. These variables may include poverty, language, and values and customs.

The despair that often accompanies the poor manifests itself in many ways that can be observed in a child in a classroom. A recent population survey published in the 1979 Statistical Abstract cited 31.3% of the black population and 22.4% of the Spanish speaking population as being below the U.S. poverty level. This same report cited only 8.9% of the white population as below the poverty level. These figures suggest that a great number of minority persons live in poverty. This coupled with the problems of a specific handicap, can be quite traumatic for the minority handicapped child and their family. These problems may come to school with the child in the form of low self-concept and self-esteem, poor health and nutrition that effects functioning in school, few resources in the home, and minimal educational experiences. The reality of their life may not include positive role models nor encourage high aspirations and goals.

Problems related to language, whether nonstandard or bilingual, appear in several forms for minority handicapped students. Assessment, evaluation, and placement are perhaps the areas discussed most in the literature. The over-representation of minorities in special education is many times a direct result of problems in assessing minority students. In addition, the minority handicapped student may experience degrees of isolation from majority peer groups, problems in comprehension and may exhibit expressive skills that are in-congruent with their cognitive skills.

Customs and values may cause a child to respond or behave in a manner setting them aside from the majority. This may be observed in (1) the enthusium toward the educational system, (2) feelings of rejection, frustration, and

hostility regarding the educational system, (3) manner of responding in specific settings, i.e., passiveness, competitiveness, and (4) in expressed ideas and attitudes incongruent with both the urban and suburban middle class anglo population.

These factors, i.e., poverty, language, values, and customs effecting culturally different populations, influence later adjustment in the job market and society as a whole.

Schools and teachers often fail to meet a student at the level he or she enters. In doing this, they fail to acknowledge that the culture of that child is a significant factor to be considered in their education. Three things seem especially important when considering the teachers interaction with the minority handicapped student. First, it is necessary to match the standard educational program teaching strategies, and curriculum with the child's needs, i.e., language and background. Second, it is important that teachers refrain from letting normal prejudices become biases that interfere with developing good working relationships and trust needed in educating children. Third, considerations for educational objectives and curriculum for the culturally different exceptional child are a primary result of a teachers' use of existing curriculum and ability to adapt curriculum and materials to meet overall goals and objectives for a specific child.

The implications for using curriculum and modifying procedures for culturally different children are many. Imparting this information to teachers will be a priority in our inservice training. A few suggestions follow:

Ethnic studies in the curriculum can benefit all children. It enables minority children to develop positive attitudes and ethnic pride while enhancing majority children's understanding of different persons, thereby eliminating stereotypes and biases.

Objectives for all students reflect certain elements, i.e., specific behavior, conditions specific to the individual, that behavior and criterion specific to the individual. Instruction in basic skills for the minority handicapped student must be made relevant to living within the specific cultural family as well as the real world.

Alternatives in teaching and use of material can be programmed in all areas. In math, emphasis may be necessary in the use of finances, budgeting, identifying and locating resources. Reading instruction must be relevant to specific children, i.e., choice of materials and adaptations for language differences, techniques, i.e., phonic, whole word.

Career education may become an ongoing part of the curriculum through developing vocational skills and providing appropriate positive role models from both the handicapped and minority populations.

In addition, self-help skills as part of the curriculum may mean a shifting of emphasis from problems of physical and mentally handicapped to include problems of emotional and health nature that may be accompanying characteristics of minority handicapped population.

The need for varied teaching strategies and techniques will necessitate training teachers to focus on specific student needs resulting because of cultural differences in addition to the handicapping condition. This training process involves raising the level of awareness of teachers as well as providing information. Information to be considered would include areas dealing with strategies and techniques of teaching as well as considerations of the ecological factors effecting teaching. Possibilities include: (1) increased opportunities to respond, (2) inductive vs. deductive processing, (3) analytical, abstract styles vs. nonanalytical, concrete styles, (4) traditional schools vs. open schools for culturally different children, and (5) incorporating children's experiences into learning.

Teachers must be aware that traditional approaches based on Anglo children can be modified with alternative approaches for culturally diverse children.

As part of our training program we will focus teachers' attention to specific areas of concern regarding educational objectived and curriculum. A few of these areas are:

(1) Materials - availability and usability for minority handicapped children.

(2) Community resources - using the minority community as classroom resource.

(3) Curriculum - teacher involvement in curriculum selection - modifying the curriculum, i.e., selecting the right reading approach.

(4) Educational objectives - relevant to individual child's cultural and academic needs.

(5) Awareness - eliminating teacher biases, stereotypes, etc.

Whatever the learning process, the differences can be accommodated if specific conditions are described in the educational objectives. Teachers must be encouraged to make a major committment to the goals of multicultural education and address the social, emotional, and academic needs of the minority handicapped child.

Our next presentation will be by Ping Yuen. Ping holds a Masters in Educational Administration and is currently completing his second Masters in Special Education. He has taught in Taiwan. Ping is bilingual; he speaks two Chinese dialects and English. Ping will discuss educational barriers of the minority handicapped child.

Educational Barriers of Minority Handicapped Children

People suggest that minority handicapped children are facing double disadvantages. What they mean is that these children not only have to carry the burden of handicaps, but they also have to cope with the common problem faced by minority children.

In a moment, we will review some of the barriers which minority handicapped children encounter today. But first of all, I want to point out that although some of the barriers are due to cultural heritage, others are mainly external factors such as architectual barriers and stereotypes of minority ethnic groups. These external burdens, by all means, should be removed from the minority handicapped children. However, this may in part require a process of understanding the minority handicapped children's problems, family backgrounds, and their distinctive cultural characteristics. Therefore, it is our belief that sensitivity and awareness of cross-cultural differences are one of the most important competencies special educators should have today.

Language. Among all these barriers, language problems are the major barriers encountered by most handicapped learners and culturally different children. Many low academic achievement cases can be attributed to the child's language deficiency in standard English use. To begin with, minority groups in this country are very often economically and socially disadvantaged. Due to poverty, their home environment and their community may lack a large variety of stimuli that provide the opportunities for acquiring education and economic advancement. For example, an Asian-American child from a low income family very likely will not be able to tell you what a micro-wave oven is. Very often, he/she will not even know how to eat with knife and fork instead of chopsticks before they go to school. My point is that home objects, such as books, toys, or food, usually serve as references for language acquisition in the child's

home as well as the more practical functions, e.g., eating. Consequently, the minority ethnic child very likely has a dramatically different orientation to language from the white middle class child.

Even in bilingual homes, the language model provided by culturally different parents is typically not standard English. For example, black English, which is considered as a nonstandard English dialect, is used by blacks in their home and community. Spanish and Chinese are often first taught to children in many Mexican and Chinese families in this country. The influx of Cuban and Indo-Chinese refugees in recent years is another example, since they speak very little English. Teachers of these children often encounter substantial communication problems primarily as a result of language differences between the teacher and these students.

No matter what language or dialect the child has learned at home, in only the most severe handicaps, does he not have a functional language. Perhaps it is different, but not inferior to others. Regardless of the stigma attached by society, the teacher must be careful not to give a child the feeling that he is inferior because of his/her language, as teaching begins.

Different Culture and Value Systems. Another barrier the minority handicapped children face is the difference in culture, values, and behavior that exist between their home and the school. Culturally different children, especially first generation immigrants, face two cultures every day, one at home and one at school. Sometimes behaviors rewarded in one culture are forbidden, unaccepted, and punished in the other. Dorothy has just mentioned about the passive learning style of Asian-American children from ethnic traditional families. The culturally naive teacher may assess these behaviors as lack of motivation or interest in school work. In the Chicano culture there is a great deal of physical contact, such as holding someone's hand or putting an arm around someone's shoulder. They also enjoy these relationships when they work in groups. Such behavior may not be tolerated in school or understood by peers.

But by understanding such special aspects of different cultures, teachers can remove barriers by giving the students opportunities for success and feelings of acceptance and relevance that they may never receive from other sources.

Labels, Stereotypes & Expectancies of Teachers. Labeling has been a controversial problem throughout the history of special education. Although most educators use labels, such as L.D, EMR, etc., they seldom agree on the usefullness of these labels to the treatment of handicapped children. In addition, other labels such as "culturally deprived" or "culturally disadvantaged" carry a connotation that these children are functioning at a lower level compared with the majority group.

Research on the "self-fulfilling prophecy" evidences the effects of one's expectancy on another person's behavior. Their hypothesis is that information in the form of labels or reports about others, results in their attitudes being transmitted to students, effecting their academic performance. In this case, minority handicapped students are often not expected to succeed in school. Yet, minority handicapped children, just like everyone of us, want to be accepted in their community. They want their teacher and friends to share their lives and understand them as much as their parents do at home. Whether or not they will succeed is another question, however, at least we should give them a fair try.

Physical Barriers. Handicapped individuals often require certain adaptive equipment in order to accomplish their educational objectives or to accomplish daily living skills. For example, physically disabled children need wheelchairs and braces; visually impaired children use glasses, the braille writer, and braille textbooks; and hearing impaired children benefit from hearing aids. However, these tools are expensive and often require extensive training to use. Minority parents may have difficulty securing these tools for their children. Many low achievement cases caused by malnutrition and poor health conditions because of poverty are also identified with children from minority groups. In order to keep up with the high living expenses, minority parents may spend most

of their time out of work. They frequently do not realize their child has visual, hearing, or other chronic health problems. Even when they suspect something is wrong, the tendency is to let the problem go unsolved, due to the practical reasons of time, expense, and transportation of their cultural values about handicaps. As a fact, some handicapped children have been hidden to avoid embarrassment or ignored due to religious interpretations of the handicap. Teachers must be aware of such potential problems. And in some cases, teachers familiar with the local community resources can be of great help removing these barriers for parents.

Instructional Media and Role Models. Instructional media, including textbooks, newspapers, television, and motion pictures, have all contributed to the negative image of culturally diverse individuals either by distortion or stereotyping. For example, blacks are always overrepresented and emphasized in connection with crimes in the news. And minorities, until recent years, were almost never portrayed as professionals in movies and television. Instead, they portrayed such roles as black slaves, Chinese laundrymen, and uncivilized Indians. As a result, in real life, many minorities have been disillusioned by education reflecting these views. Also, many minority children have few positive role models to identify with in their home, community, and on the screen. What they see in their community is only poverty and unemployment. On the screen, they see their fellow men portrayed as criminals, laundrymen, and prostitutes. The only positive roles these children can be identified with are probably the football players or boxers. No wonder the professional athletes very often become their role models. All these factors contribute to their low self-esteem and negative perception of education.

School Policies. During the past ten years, the legality of biased testing, inappropriate placement, and denying a public education to handicapped children by exclusion, postponement, suspension, or any other means was being challenged.

Education is the right of all children. It has been well defined in P. L. 94-142. Denying students, on the basis of their handicap or race, an opportunity to attend school or inappropriately assigning them to special programs or segregated schools are against the equal protection of the law. Schools are places for multiple purposes. They are not only for intellectual development, but also for social adjustment. It is the regulations under P. L. 94-142 and Sec. 504 which require schools to provide handicapped students equal opportunity to participate in nonacademic and extracurricular services and activities. They are to have access to meals, recess periods, counseling services, athletics, transportation, health services, recreational activities, special interest groups, and clubs. In providing or arranging for these services, schools must also ensure that each handicapped student participates with nonhandicapped students to the maximum extent appropriate.

Conclusion

In conclusion, minority groups in this country are in many cases economically and socially disadvantaged. They are often on the receiving end of negative attitudes in various ways in the society because of their different language patterns, different customs, and different social values as a result of cultural heritage. In school, teacher's expectancies of minority handicapped children are often influenced by the child's label and his passive learning style. The high cost of the adaptive equipment and the existing architectual barriers are still obstacles for the mainstreaming. Further, the lack of positive role models adds to their low self-esteem and negative perception of education. All these circumstances contribute to the high rate of minority children placed in special education.

It has been the objective of this review to remind us of some of the distinctive barriers minority handicapped children face in school today. This is the view represented in our inservice training program; that the more you learn about the child and his differences, the easier you will feel when you work with him.

Thank you

Our next speaker is Winifred Critchlow. She will talk on the area of community awareness and resources. She is a doctoral student in the Human Development and Family Life Department at the University of Kansas. She also holds a M.A. in this same department. Ms. Critchlow has been a registered nurse for the last fifteen years and has done extensive work with children in inner-city hospitals.

COMMUNITY AWARENESS AND RESOURCES

You heard today about issues in learning styles, curriculum, and educational barriers. Now you will hear about the community and what effect the community has on the minority handicap individual. What is community awareness? Awareness can be defined as a knowledge of what racial, cultural, and ethnic groups live in the neighborhood in which your school serves. What types of handicap are in your community, what types of resources there are in the community and what are the everyday life of individuals in your community.

Community Awareness

Why is a knowledge of community awarenesss an important issue for the classroom teacher?

1. By being aware of the community she is working with she will be able to deal more effectively with parents and students. For example in a low SES area the emphasis in the community most likely will be survival and not education. She will understand some of the ethnic, racial, and cultural differences she will deal with on a day to day basis.
2. She will have an understanding of the role of education in each cultural group. For example the Vietnamese are emphasizing education to their children. The reason for this is that they see education as one tool necessary for them to have in order to assimilate into this country.
3. The teacher will also be able to help her students to have a feeling of self-worth. Black (Negro) history month should be 12

months of the year instead of only one month out of the year. Also other races have contributed a lot to this nation during its growth and even to today, for example the Chinese help to build the railroads. The teacher using the standard history textbooks can or should interpret facts about other nationalities that the history books have left out when she covers a particular area.

4. Another way that the teacher can assist the students is a knowledge of their particular race or ethnic group and their contributions to this nation or the world is by using resource people from the neighborhood to come into the classroom and speak to the class about their particular custom or contributions of their group. They could also come in and demonstrate to the class a native dance or give them a sample of some ethnic food.

What is the importance of community awareness to the community: ie., students, parents, and other members of the community?

1. When you know about another culture or handicap you are less likely to be suspicious of their behavior.
2. By being aware of the people in your community there is a reduction of prejudices and stereotypes.
3. Also, we (the school) need community support for busing, school bond issues, school activities, and mainstreaming. Through communication with the community at all times and letting them know what is going on in the school. The school can prevent or stop the spread of rumors that are not helpful to the school.

Why is this area covered in our program? We all come from different backgrounds and as teachers we take our prejudices, and stereotypes into the classroom with us. The more we know about the culture, religion, and ethnic patterns of the people we serve the better the chances for us to change our own attitudes and to use our new appreciation to help children achieve the same understanding.

To emphasis again the minority handicap individual comes into the classroom with two handicaps. The first one is his physical, emotional, or mental handicap, and the second one is his racial, cultural, or ethnic background. If we as teachers can help the student to deal effectively with his racial, cultural, or ethnic background the better we are as teachers to these children.

Community Resources

As part of our program I undertook a study of the services offered in the Kansas City, Missouri area. The task set before me was to survey the community resources for minorities and the handicapped, to determine the extent of use of the services by the minority handicap individual and finally to determine how these groups can better serve minority handicappped persons. I also looked at what resources were there, what conditions they serve, do they provide transportation, do they have nursery on the agencies ground, do they have intrepreters,and whether services were free or paid (paid on one set fee or by sliding scale). What I found out was that many people in the community do not know what agencies exist in their community. The telephone book may list a name, address, and phone number and nothing more. It can be frustrating to search for services and after calling several agencies, and they

tell you that they can not help you, many people will just give up. Many agencies are located in parts of town that are culturally and economically different--predominantly white or in middle class, than minorities neighborhood.

My first step, was to write letters to different agencies that I found in the telephone book which I thought could be useful to handicapped people (especially children). Not too many people replied, but it did lead to a few interviews. What I found out was that by law no agency can discriminate against people, therefore they must serve all races, religions, and creeds. But agencies can discriminate only on basis of age. I also found out that all races do not utilize all agencies. I also learned that there are some agencies that do not refer someone over the phone to another agency, they just say that they do not handle that specific problem there. Therefore, a parent looking for help after calling a number of agencies and getting the same reply will sometimes just give up on the idea of seeking some type of assistance.

I found out that people do not utilize resources because of a number of reasons, they are:

1. Lack of transportation, if you do not have a car some of the agencies are hard to get to. The medical taxi services run only during certain hours and there are long waits for the taxi to take you to your appointment and to pick you up. This is not a free service, so if one is on a limited income, sometimes one does not have the money for the taxis. Very few agencies provided free transportation.

2. Lack of knowledge of the agencies and services they provided.

3. Feelings of hopelessness about handicapping conditions and why should they try to do anything about it.

4. Lack of knowledge about the potential of individuals with handicapping conditions.

5. Agencies not located in their immediate community.

6. Parents work--can not take time off to take a child to agencies that only have business hours.

7. Fees are so high that clients can not afford to pay for services. No insurance. Sliding scale of billings not known about.

8. No interpreter--deaf interpreter, and particular language.

Often parents will turn to the school system as resource people in their search for services for their handicap child. Teachers should know where to send these parents or to suggest to the parent who to contact. Interpreters may be required and planned for accordingly. Parents who can not speak English can not make the initial contact with an agency. In this area the teacher, school nurse, or some other party must call the agency for the parents, set up an appointment for the family and also informed the agency what type of interpreter that will be needed.

From our research we composed a resource manual (cal ed I Got Your Number) which will be included with the package. This manual will tell the school which agencies deals with what handicap, and what services they offer (medical, educational, support groups, dental, and last but not least recreational). For example if a Vietnamese family has a handicapped child in the Kansas City, Missouri area a teacher or another school official could look up

in the manual and find the Jackson County Direction Services. This agency will assess the child and decide what type of services the child will need and design a program for the child. This agency will follow the child until the age of 21 years. They will send out to other agencies their interviewing information so that the parents will not have to repeat the same information over and over again. The teacher will know that this agency does not have an interpreter on its staff, but will provide for one, that there is no free transportation provided and that in some cases the agency will do home visits.

Only one agency was found,out of 104 surveyed,that dealt effectively with minorities (Blacks). Located in the black community and comprised of a predominantly black staff, the Swope Parkway Comprehensive Health Center provides free transportation, a nursery, medical, dental, psychological and educational services. Through its Operation Mainstream Program run by Janice Kelly, a wheelchair-bound individual, the agency also offers diagnostic treatment and family services for handicapped individuals.

Manuals like the one that we composed have one large pitfall. That is, by the Fall of 1981, when we start our training program, many of the descriptions of some of the agencies will be outdated. We feel that the schools should appoint someone, maybe a member of their diagnostic team, to keep the manual updated, otherwise the manual will become a useless tool for the schools.

In conclusion, a knowledge of handicapping conditions, racial, cultural, and ethnic background, and a knowledge of the community resources in ones neighborhood or town will aid the teacher in dealing more effectively with all the students in her classroom.

I will now turn the program over to Ms. Dorothy Preston.

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